

Workshop Outline

Lecturer Profiles

Dr. Young-min Kim (Daegu National University of Education)

Ph.D. Texas A&M University Graduate School of Education

Dr. Kim is a Professor in the English Education Department at Daegu National University of Education specializing and extensively publishing in the field of elementary school English Education and learning strategies. Her research interests include pre- and in-service teacher education, reflective teaching models, elementary school English education, teaching methodology, teacher talk, classroom interaction, communicative language instruction, and portfolio assessment.

Dr. Peter Mickan (University of Adelaide)

Ph.D. Macquarie University

Dr. Mickan is the Post Graduate Applied Linguistics Program Coordinator at the University of Adelaide in Australia. His publication expands over a wide area including language teaching approaches, IELTS assessment, bilingual programs and socialization and language learning. He also has research interests in socialization and learning in communities of practice, communication in the workplace, second language acquisition, and IELTS assessment and academic discourses.

DATE, LOCATION, & SCHEDULE

Date: Friday, February 18th, 2011 to Sunday, February 20th, 2011

平成 23 年 2 月 18 日（金）～20 日（日）

Time: 10:00 to 15:00

10 時 00 分～15 時 00 分

Location: Bldg. #1 Faculty of Integrated Arts and Sciences

総合科学部 1 号館第 1 ミーティング・ルーム

Schedule:

・ DAY 1

Opening Comments（はじめに）	10:00-10:10	Steve Fukuda
Lecture: Elementary School English Education in Korea（韓国の英語教育における現状と課題）	10:10-11:00	Dr. Young-min Kim
Lecture: Introduction to Functional Grammar（選択体系機能文法の概説）	11:00-12:00	Dr. Peter Mickan
Workshop: Composing Texts, Expressing Meanings（テキスト作成及び意味の表現方法）	13:00-15:00	Dr. Peter Mickan

・ DAY 2

Workshop: Making Sense of Texts with Functional Grammar（選択体系機能文法を用いてテキストの理解）	10:00-12:00	Dr. Peter Mickan
Workshop: Reading and Learning; Different Approaches Different Outcomes（読書を通じた学習）	13:00-15:00	Dr. Peter Mickan

・ DAY 3

Workshop: Textual practices: Preparation for High Stakes Testing（受験対策にあたって試験問題のテキストを考える）	10:00-12:00	Dr. Peter Mickan
Workshop: Wir fangen mit Deutsch an! Demonstration for Teaching Beginners' German（初級ドイツ語の模擬授業）	13:00-15:00	Dr. Peter Mickan
Closing Comments and Future Goals（おわりに）	15:00-15:15	Steve Fukuda

Number of Attendants

148 (three-day total)

本学教員、県内の中学・高校教員、本学学部・大学院生

Outcomes

a) Understanding Systemic Functional Grammar (SFG)

Participants gained insight as to what SFG is and how it differs from traditional grammar. We also discussed its potential in junior and senior high school classrooms, creating an understanding of SFG pedagogy at all levels of education.

b) English in Context

Could EFL be taught in terms of content-based instruction rather than simply through grammar and translation? Dr. Mickan (2006) conducted a study of a partial immersion program of Italian in a South Australian primary school. Children learnt Italian in context without even demonstrating awareness that they were studying another language within the classroom through context and meaningful communication and not as a subject. Another of Dr. Mickan's (2007) studies demonstrated how ESL is taught through Science and Home Economics to new arrivals in South Australia. The process of making meaning from text is central to the language acquisition process, in contrast to traditional approaches in which form and function are often separated. Teachers learned ways to teach English as a way of making meaning rather than as contrived dialogues, or isolated examples of language out of context.

c) Seminar and Post-graduate Supervisors

Teramoto and Mickan's (2008) study demonstrates the process of a Japanese graduate student learning how to conduct research and write a thesis in English. Dr. Mickan demonstrated to supervisors of seminar and post-graduate students the processes involved in becoming independent researchers, writing critical reviews, and presenting their findings in English.

d) Student-Teachers

Initially, we hoped that students could demonstrate improvements in English that can be measured in tangible ways such as TOEIC scores. We were able to gain insight into finding new ways to help students improve their skills while focusing on the above approaches which in turn will translate into a higher EFL proficiency of students. This applies not only the students themselves, but also to their students when they become teachers.

References

- Mickan, P. (2006). Socialisation through teacher talk in an Australian bilingual class. *The International Journal of Bilingual Education and Bilingualism*, 9(3), 342-358.
- Mickan, P. (2007). Doing science and home economics: Curriculum socialisation of new arrivals in Australia. *Language and Education*, 21(2), p. 107-123.
- Teramoto, H., & Mickan, P. (2008). Writing a critical review: Reflections on literacy practices. *Language Awareness*, 17(1), p. 44-56.

外国語教授法ワークショップ 2011 まとめ

今回のワークショップは、アデレード大学（オーストラリア）大学院応用言語学専攻において応用言語学を指導されている Mickan 教授（同専攻科代表）を本学に招聘し、（ア）「コンテキストを重視した外国語教育（Context-based Foreign Language Instruction）をどのように実践するか」及び、（イ）「文法中心の言語活動とコミュニケーションな言語活動との連動をどのように実際の授業で実現するか」といった新しい視点から外国語教授法に関わるワークショップを行い、本学が展開している外国語教育（中国語・ドイツ語・フランス語を含む）の更なる「質」の向上を図ることを目的に行った。

「コンテキストを重視した外国語教育（Context-based Foreign Language Instruction）」について

「コミュニケーション教授法」は、従来の訳読式教授法に対する批判として広く採用されるようになったと考えられるが、これまで実際に展開されてきたコミュニケーション教授法を概観すると、授業で使用するテキストに記述されている「擬似的対話を中心としたコミュニケーション活動」を中心としたものが多く、学習者の個性やその場のコンテキストとはかけ離れた活動を中心に学習活動が展開されていることが多いようである。確かに、これらの疑似的コミュニケーション活動は学習者の外国語操作能力（manipulation skills）を向上させるには効果があるかもしれないが、コンテキストに応じたコミュニケーション能力を養成するには非常に大きな限界があり、最終的には「場面に応じた適切な言語表現を学ぶ」といった外国語学習の目的を達成するには十分とは言えないと考える。

Mickan 教授が述べているように、社会的コンテキストの中で「意味を創出（Make Meaning）するための手段として」外国語を用いることが重要であり、本学の外国語教育でも「コンテキストを重視した外国語教授法」を積極的に推進していく必要がある。そこで、今回のワークショップでは同教授法の概要およびその具体例を学ぶことができた。

「文法中心の言語活動とコミュニケーションな言語活動との連動」

日本の外国語教育を概観した場合、文法中心の活動とコミュニケーションな活動はお互いに相容れない概念として捉えられている場合が多く、多くの語学教員が「文法中心の活動とコミュニケーションな活動を連動させるのは難しい」と考えているようである。しかしながら、コミュニケーション同様、文法的知識も日本人学生にとっては必要不可欠であることを考えれば、これまで日本人学生が高校などで学んできた文法的知識を有効に活用し、文法的知識とコミュニケーションスキル向上という両方をバランス良く展開していくための具体的方策が求められる。なお、そのために、上記に示したようなコミュニケーション活

動と文法指導との連動を効果的に実現する方法が非常に重要であると考えられるのである。

文法中心の活動とコミュニケーション活動をどのようにして連動させるかは非常に大きな課題であるが、今回は言語の社会的機能にという視点から Mickan 教授に文法指導のエッセンスについて概説し、その活動をコミュニケーション活動へと繋げるための具体的手法について教授してもらった。

ACTIVITY REPORT

DAY 1 February 18

Lecture

Elementary School English Education in Korea (韓国の英語教育における現状と課題)

Dr. Kim presented on the outcomes and issues of Korea's English education in elementary schools. She introduced the objectives and contents of the curriculum, components, and characteristics of English textbooks, and teaching-learning activities in the classroom. Achievements and problems of elementary school English education were discussed.



Workshop 1

Composing Texts, Expressing Meanings

(テキスト作成及び意味の表現方法)

The workshop examined essay writing by reviewing essays written for different purposes and analyzing how the purpose or the social function of a text is constituted with different lexico-grammatical choices. Teachers support students' awareness of the effects of different language selections for the composition of texts by highlighting significant patterns in structure and grammar of essay texts. Essay analysis was also included in the session with participants bringing their own bring examples of essays for analysis.



DAY 2 February 19

Workshop 2

Making Sense of Texts with Functional Grammar (選択体系機能文法を用いてテキストの理解)

The workshop outlined an instructional model based on the following:

1. The theory of language as a system for making meanings (Halliday, 1994);
2. A theory of language learning as a social process;
3. The explicit teaching of the structure and lexico-grammar of texts.

We examined the wording of some familiar texts to see how choices in wording determine the social purposes and functions of texts. The analysis focused on the function of grammatical choices in creation of meanings in texts. Learning the meanings of texts is a social process. Second language learners are familiar with communicating with language as texts or discourse. They learn language through working with texts. As students hear, read, discuss and write texts they experience grammar in contexts. The teaching task is to make explicit the structure of text types and the language patterns of text types.

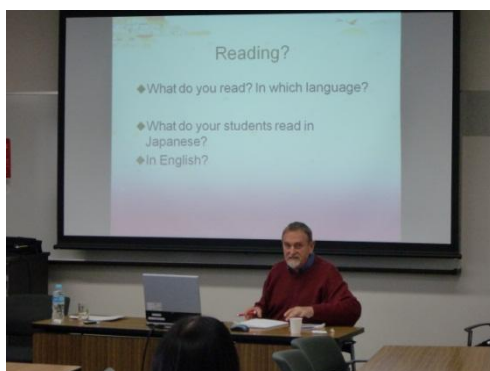


Workshop 3

Reading and Learning; Different Approaches Different Outcomes

(読書を通じた学習)

This workshop examined what works well for every teacher and student. The answer we concluded with was the skill of reading and reading extensively. Participants then went on to discuss why reading works so well coming to the conclusion of reading being social. 'Reading being social' in that we read and talk together, it is authentic, familiar to learners in literate contexts, and it focuses on making meaning because to read is to mean. It is to make meaning of someone else's meanings. It works particularly well for non-native speakers, and it works well for children building on the familiar. Also, reading activates grammar in the texts, or in other words to read is to observe and to internalize grammar which is the basis for language awareness. Reading aloud is how the teacher helps to make meanings. Dr. Mickan made a specific mention to avoid learners reading aloud. We discussed that reading with recordings and pictures, or multimodal texts, help make meaning comprehensible with additional semiotic resources.



DAY 3 February 20

Workshop 4

Textual Practices: Preparation for High Stakes Testing

(受験対策にあたって試験問題のテキストを考える)

Preparation for high stakes testing involves test-taking strategies and instruction in language. With reference to research on IELTS preparation this workshop considered the nature of the text types implicit in assessment tasks and examines the analysis of the wording—the lexico-grammar—of the texts. The workshop proposed a model for rehearsing language in social contexts and for building students' text knowledge for assessment purposes.



Workshop 5

Wir fangen mit Deutsch an! Demonstration for Teaching Beginners' German (初級ドイツ語の模擬授業)

The purpose of this session was for us to enjoy German as we read and speak with authentic voices in a lesson for beginners. Designed for literate adults the idea was that we share experiences using texts as semiotic resources—as resources for making meanings in the class community.

